

Kentucky Writing Portfolio Scoring Disc



Begin



Kentucky Writing Portfolio Scoring Disc

Process • Summary • Resources • Credits

Grade 4 Grade 7 Grade 12

Kentucky Department of Education
Spring 2007

QUIT



The Analytical Scoring Process

Analytical scoring is the process of evaluating different qualities of a single piece of writing based on scoring criteria and anchor papers. Each piece in a student's writing portfolio will be scored by this process. A composite score for a portfolio will be calculated using subdomain scores for each piece in that portfolio. The *Kentucky Writing Scoring Rubric* establishes the following subdomains (Content, Structure, Conventions) and indicators as the basis of scoring Kentucky writing portfolios:

- **CONTENT**

- Purpose and Audience
- Idea development and Support

- **STRUCTURE**

- Organization: unity and coherence
- Sentences: structure and length

- **CONVENTIONS**

- Language: grammar and usage, word choice
- Correctness: spelling, punctuation, capitalization, abbreviation, and documentation

These criteria are the only ones by which writing portfolios are judged. Personal biases like poor handwriting or a particular student's ability or behavior cannot be considered in the evaluation of student writing.





Writing Scoring Rubric Flow Chart

For using the Kentucky Writing Scoring Rubric and Score Report Form when scoring a writing portfolio.

1

Read the first writing entry in the portfolio.

2

On the scoring rubric, read the indicators under Content regarding purpose (moving from 0 to 4). Decide which indicator pertains to the writing entry and record the number for that indicator on the Score Report Form.

Repeat the Step 2 procedure with the next two rows of indicators for audience and idea development / support.

If you have difficulty deciding which cell matches the writing entry, reference the appropriate anchor paper under the correct subdomain (Content, Structure, Conventions) to help you make the decision.

3

To establish the score for Content, look at the numbers you have recorded for that subdomain on the Score Report Form. Place the most frequently occurring number in the appropriate box for the Content score.

5

Follow steps 1-4 with the other entries in the portfolio documenting the scores on the Score Report Form.

4

Repeat the same procedure for the Structure and Conventions subdomains. Make sure to place the score for each subdomain in the appropriate box on the Score Report Form.

NOTE: At accountability scoring sessions in the spring of each year, composite scores for portfolios will be calculated using a KDE spreadsheet provided to each district with testing materials.





Scorer Objectivity Issues

Scorers should always be aware of potential bias. A scorer's bias can influence his/her ratings of portfolio pieces. Recognizing potential bias issues can assist scorers in scoring as objectively as possible. Bias can affect one's entire scoring pattern or may occur only in specific instances.

An overall pattern, such as the tendency to score consistently lower than other readers, is generally easier to detect and correct during the training session than are idiosyncratic biases. A number of factors can bias or unknowingly influence a scorer's perception of student writing in a positive or negative direction. Some of these factors listed below are characteristic of the portfolios themselves and may contribute to scorer bias.

- Handwriting
- Lightness or darkness of writing
- Neatness
- Format (skipping lines, unusual margins, font selection)
- Presence or absence of a title
- Length of the piece of writing
- Presence or absence of paragraphs
- Absence or use of technology

Other factors may be more difficult for a scorer to identify since they are reactions of a personal nature. Perceptions of a piece's overall quality and the writer's command of written language can be influenced by these types of biases. Examples of biases to avoid include:

- Personal reactions to the persona or tone of the writing (e.g., "What a cute kid!" "How conceited!")

- Reactions to the content of the writing (e.g., the writer's values are not the same as the scorer's, or the writer's choice of overall theme for the portfolio is unappealing to the scorer)
- Idiosyncratic preferences or prejudices in style or usage (e.g., the use of "a lot" or "that is"; the halo effect of a well-turned phrase; clichés)
- Deeply ingrained personal classroom assessment standards (e.g., "Sam is the best writer in the class, so his pieces must receive maximum points in each subdomain.")
- Deeply ingrained assessment standards from previous writing instruction experience (e.g., "Three misspelled words means a piece will receive a low score in Conventions." "A paper that is error-free receives a high score in my class.")
- Conventions of a particular form may present biasing factors. For example, some scorers may be biased for or against poetry or analytical/technical writing when they appear in a portfolio. Other scorers may have preconceived notions of how a genre or form must look. On the following pages you will find characteristics of poetry and technical writing to assist you in the scoring process.



Intro • The Process • Flow Chart • Objectivity Scoring Rubric • Applying Criteria • Other Issues



Click here, then
within any cell to
hear its overview.

Kentucky Writing Scoring Rubric

Content • Structure • Conventions

Purpose and Audience; Idea Development and Support

0	1	2	3	4
<ul style="list-style-type: none"> • Lacks purpose • Lacks awareness of audience • Lacks idea development; may provide random details 	<ul style="list-style-type: none"> • Attempts to establish a general purpose; lacks focus • Indicates limited awareness of audience's needs • Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre 	<ul style="list-style-type: none"> • Attempts to establish and maintain a narrowed purpose; some lapse in focus • Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone • Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre 	<ul style="list-style-type: none"> • Establishes and maintains an authentic focused purpose throughout • Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone • Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre 	<ul style="list-style-type: none"> • Establishes and maintains an authentic and insightful focused purpose throughout • Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone • Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre

Content Scoring Criteria

Purpose/Audience: The degree to which the writer maintains a focused purpose to communicate with an audience by

- Narrowing the topic to establish a focus
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form (e.g., format, organization)
- Employing a suitable tone
- Allowing a voice to emerge when appropriate

Idea Development/Support: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using

- Logical, justified and suitable explanation
- Relevant elaboration
- related connections and reflections
- Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)

Intro • The Process • Flow Chart • Objectivity Scoring Rubric • Applying Criteria • Other Issues



Click here, then
within any cell to
hear its overview.

Kentucky Writing Scoring Rubric

Content • Structure • Conventions

Organization: unity and coherence; Sentences: structure and length

0	1	2	3	4
<ul style="list-style-type: none"> • Demonstrates random organization • Lacks transitional elements • Demonstrates incorrect sentence structure throughout 	<ul style="list-style-type: none"> • Demonstrates ineffective or weak organization • Demonstrates limited and/or ineffective transitional elements • Demonstrates some ineffective or incorrect sentence structure 	<ul style="list-style-type: none"> • Demonstrates logical organization with lapses in coherence • Demonstrates some effective transitional elements • Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure 	<ul style="list-style-type: none"> • Demonstrates logical, coherent organization • Demonstrates logical, effective transitional elements throughout • Demonstrates control and variety in sentence structure 	<ul style="list-style-type: none"> • Demonstrates careful and/or subtle organization that enhances the purpose • Demonstrates varied and subtle transitional elements throughout • Demonstrates control, variety and complexity in sentence structure to enhance meaning

Structure Scoring Criteria

Organization: The degree to which the writer creates unity and coherence to accomplish the focused purpose by

- Engaging the audience and establishing a context for reading
- Placing ideas and support in a meaningful order
- Guiding the reader through the piece with transitions and transitional elements
- Providing effective closures

Sentences: The degree to which the writer creates effective sentences that are

- Varied in structure and length
- Constructed effectively
- Complete and correct

Intro • The Process • Flow Chart • Objectivity Scoring Rubric • Applying Criteria • Other Issues



Click here, then
within any cell to
hear its overview.

Kentucky Writing Scoring Rubric

Content • Structure • **Conventions**

Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation & documentation

0	1	2	3	4
	<ul style="list-style-type: none"> • Demonstrates lack of control in grammar and usage • Demonstrates incorrect or ineffective word choice • Demonstrates lack of control in correctness 	<ul style="list-style-type: none"> • Demonstrates some control of grammar and usage with some errors that do not interfere with communication • Demonstrates simplistic and/or imprecise word choice • Demonstrates some control of correctness with some errors that do not interfere with communication 	<ul style="list-style-type: none"> • Demonstrates control of grammar and usage relative to length and complexity • Demonstrates acceptable word choice appropriate for audience and purpose • Demonstrates control of correctness relative to length and complexity 	<ul style="list-style-type: none"> • Demonstrates control of grammar and usage to enhance meaning • Demonstrates accurate, right and/or precise word choice appropriate for audience and purpose • Demonstrates control of correctness to enhance communication

Conventions Scoring Criteria

Language: The degree to which the writer demonstrates

- Word choice
 - Strong verbs and nouns
 - Concrete and/or sensory details
 - Language appropriate to the content, purpose and audience
- Concise use of language
- Correct grammar/usage

Correctness: The degree to which the writer demonstrates

- Correct spelling, punctuation and capitalization
- Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

Applying the Criteria of Effective Real World Writing to:

Informative & Technical Writing • Poetry • Genres

Content • Structure • Conventions

*Select one
from each
line*





PLAY
AUDIO

Applying the Criteria of Effective Real World Writing to:

Informative & Technical Writing • Poetry • Genres

Content • Structure • Conventions

Purpose/Audience

- The piece may be written for a highly selective readership.
- The piece may be written for a variety of audiences who will read only selected parts of the piece.
- The purpose is often embedded in the context of the writing and is less obvious to an outside reader (often the purpose is embedded in the heading).
- Reader-appeal in the sense of “entertainment” value may not apply.
- The writer may assume the reader brings to the writing an interest in the subject; therefore, the lead may be less engaging than direct.
- Introductions may seem abrupt because the writer may be relying on the reader’s prior knowledge.
- The voice may be more professional/business-like than personal.
- The use of voice is likely not for the purpose of amusement or entertainment; more emphasis may be placed on appropriate tone than on voice.

Idea Development/Support

- Idea development may be a function of how thoroughly the content is discussed and how accurate and specific the writing is.
- Elaboration of ideas may be contained within visuals and data sets that the reader is expected to read and understand, not just view as decoration.
- The piece may contain more facts than examples.
- The piece may contain few statements of personal opinion.
- The piece may give more detail than interpretation of detail.
- The piece may have more information than persuasion.
- Importance may be placed on how information was obtained.
- Extensive use of documentation in technical writing may be necessary to establish authority.
- Supporting details may take the form of graphics, statistics, results of surveys, graphs, illustrations.
- Use of irony, humor, surprise, paradox, etc., which are highly valued in literature, may be used sparingly or be absent.

Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Content • Structure • Conventions

Organization

- Emphasis may be placed on techniques of organization and format such as use of white space, fonts, and placement of graphics within the piece.
- Transitions may be signaled by subject headings and subtitles.
- Some information may appear in lists using bullets or numbers.
- The organization of the piece may be dictated by the accepted format of the genre.
- Accepted methods of documentation may seem an obstacle to reading.
- Paragraphing and use of section headers may be more frequent.

Sentences

- Sentences may be shorter because information is presented concisely.
- Sentence structure may be less varied and less complex.



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Content • Structure • Conventions

Language

- Language may be precise; richness is usually not a priority.
- Language is technically correct.
- Use of passive voice may be appropriate, particularly in scientific writing.
- Technical terms may be used, defined as necessary for the targeted audience.



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Content • Structure • Conventions

Audience/Purpose

- The piece shows understanding of the reader's perspective.
- The piece meets the needs of the reader by adhering to the conventions of poetry.
- The piece chooses and narrows a topic.
- The writer focuses on the purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows an extraordinary perception of the ordinary).
- The writer uses an individual voice.
- The writer creates a title which captures the essence of the poem and creates reader interest.

Idea Development / Support

- The writer may use insight and reflection to show depth of idea development.
- The writer uses sensory details.
- The writer uses poetic devices (similes, metaphors, imagery, etc.).
- The writer creates a mood, scene and/or image.
- The writer does not sacrifice meaning for rhyme.



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Content • Structure • Conventions

Organization

- The writer maintains coherence and unity.
- The writer arranges the poem using white space, line breaks, and shape to enhance meaning.

Sentences

- The writer uses line breaks effectively.
- The writer employs rhythm, melody or perhaps rhyme.



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Content • Structure • Conventions

Language

- The writer makes language choices based on economy, precision, richness, surprise and/or impact on the reader.
- Language is descriptive.
- The writer uses strong verbs and precise nouns.
- Figurative language is used when appropriate.

Correctness

- Spelling is correct.
- Capitalization is correct.
- The writer uses correct end punctuation, commas, quotations marks and apostrophes.
- The writer departs legitimately from the standard correctness to enhance the meaning of the poem.



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Characteristics of Authentic Genres (Forms) 1 - 2 - 3 - 4 - 5

PERSONAL NARRATIVES:

- focus on one event
- communicate a clear purpose (the significance of the event is clear to the reader)
- are written in the first person ("I")
- include many relevant, sensory details
- include the writer's feelings and thoughts
- include dialogue (optional)

MEMOIRS:

- focus on a person, place, animal, or object that has had a particular significance in the writer's life
- focus on a particular aspect of the writer's relationship with that person, place, animal, or object
- recreate for the reader incidents shared with the particular person, place, animal, or object
- reveal the writer's knowledge of and feelings about the person, place, animal, or object
- share new insights gained in recalling the significance of the person, place, animal, or object
- make the person, place, animal, or object come alive for the reader



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Characteristics of Authentic Genres (Forms) 1 - 2 - 3 - 4 - 5

PERSONAL ESSAYS:

- have a clear, focused purpose (develop an idea)
- may contain a narrative, or storytelling part, that is sequenced chronologically
- employ a natural and usually informal style of writing
- include details and/or persons in such a way as to make their significance to the purpose clear
- use descriptive language to allow the reader to connect with the writer's personal experience and reaction to it
- use effective connecting words and expressions which lead the reader through the experience and the thinking/conclusion reached by the writer
- highlight the writer's reflection on the focused purpose as an essential part of the personal essay

SHORT STORIES:

- weave setting details into the text
- develop at least one character through the character's words, thoughts, actions, and through the words of other characters and/or the writer
- create an effect (e.g., comedy, suspense, horror)
- develop a problem/conflict as the story (plot) progresses with a series of incidents
- use effective ordering of events, impressions, and descriptions
- resolve the problem/conflict (climax)
- include a conclusion (result of climax)
- often include dialogue (optional)



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Characteristics of Authentic Genres (Forms) 1 - 2 - 3 - 4 - 5

POEMS:

- have a focused purpose (e.g., paint a picture, recreate a feeling, tell a story, capture a moment)
- use effective ordering of events, impressions, and descriptions
- do not sacrifice meaning for rhyme
- include many sensory details
- use strong verbs and precise nouns
- use poetic devices (e.g., simile, metaphor, repetition, alliteration, personification, onomatopoeia, hyperbole, end rhyme)
- use line breaks and punctuation effectively

SCRIPTS:

- include narration and stage directions
- develop characters through their words, thoughts (monologues), and actions and through the words of other characters
- develop a problem/conflict as the plot progresses with a series of incidents
- use effective ordering of events, impressions, and descriptions
- resolve the problem/conflict (climax)



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Characteristics of Authentic Genres (Forms) 1 - 2 - 3 - 4 - 5

TRANSACTIONAL WRITING (letter, feature article, article in an academic journal, editorial/letter to the editor, proposal, review, speech, literary analysis, various kinds of practical/workplace writing):

- have a focused purpose (e.g., persuade, instruct, respond to a current event or issue, inform)
- target a specific readership (audience)
- engage the reader with an interesting beginning, one that gives some context or reason for the information which follows
- develop ideas with specific, relevant details (e.g., reasons, facts, comparisons, anecdotes, descriptive detail, photos/pictures, statistics, examples, charts, definitions, graphs, diagrams, personal experience, documented information from a variety of research activities [reference books, Internet, interviews, observations, hands-on activities, periodicals])
- use a range of appropriate idea development strategies (e.g., comparing and contrasting, establishing cause and effect, relationships, narrating a relevant anecdote)
- use organizational strategies appropriate to the authentic form selected (e.g., editorial, feature article, letter)
- move the reader through the piece with logical, appropriate transition strategies (e.g., paragraphing, deliberate use of white space, bulleted or numbered lists, subheadings)
- provide a sense of closure at the end by leaving the reader with something to think about



Applying the Criteria of Effective Real World Writing to:
Informative & Technical Writing • Poetry • Genres
Characteristics of Authentic Genres (Forms) 1 - 2 - 3 - 4 - 5

REFLECTIVE WRITING FOR THE PORTFOLIO:

Students will

- evaluate personal progress toward meeting goals in literacy skills
- develop the connection between literacy skills (reading and writing) and understanding of content knowledge
- describe their own literacy skills, strategies, processes or areas of growth
- analyze own decisions about literacy goals
- evaluate own strengths and areas for growth
- support claims about self

NOTE: To accomplish this purpose, students may choose an audience who would be the most interested in that student's learning experiences, perhaps a teacher (past or present), a parent or grandparent (who may have had an impact on that child's literacy development), a scholarship committee member who is making a judgment, a general reader who may identify with him/her in that literacy development. The student may also choose the form in which he wants to write. A letter could certainly be appropriate, but a personal essay may work equally well.





Code of Ethics • Alerts • Portfolios

Code of Ethics for Writing Portfolios

Portfolios are a unique assessment component of a rigorous and relevant curriculum. They are the only portion of the statewide assessment developed under the direction of, and evaluated by, the classroom teacher. Teachers and students are provided with the definition and examples of successful writing. Although portfolio contents may vary, each entry is to be evaluated by certified personnel, trained to apply the same set of standards in the same manner from student-to-student, from school-to-school and from year-to-year. To assure this consistency, appropriate training and monitoring of scoring practices are required. The Kentucky Department of Education provides scoring training and opportunities for scoring practice each school year.

Writing Portfolio Scoring

OK

1. Only certified school personnel who have received current Kentucky Department of Education training may provide accountability scores. For the purpose of writing portfolio scoring, certified school personnel shall include: a person with teacher or administrator certification employed by the district in a certified position; a person with teacher or administrator

certification employed by the district in a classified position; or a person with teacher or administrator certification on an approved leave of absence. While student teachers may participate in the scoring process as a learning activity, they shall not be the scorer of record.

2. Scorers use current scoring materials and apply the scoring standards accurately and consistently.

3. Scoring judgments are made on the basis of language on the scoring rubric. Scorers use anchor papers to resolve decisions about subdomain scores for individual pieces.

4. The district shall maintain documentation that all scorers of writing portfolios have been appropriately trained.

NOT OK

1. No individual shall instruct or encourage teachers to assign higher or lower scores than are warranted by the work contained within particular portfolios.

2. Scoring accuracy shall not be compromised by lack of adequate training or inappropriate scoring conditions.





An alert paper is any paper that leads the reader to suspect that the writer is in a life-threatening situation or might be considering harming him/herself or another person. The writer might indicate (directly or indirectly) that he/she is dealing with one of the following problems: abuse, violence against another person, violence against him or herself, depression or suicide.

Kentucky statutes require adults to report suspected abuse or neglect. Certain statutes also specify a duty to prevent or warn of impending violence. Schools and districts should make sure that teachers and scorers understand the meaning and intent of the Kentucky statutes. Teachers may want to refer to Kentucky Revised Statutes 620.030-050, 645.270, and 202A.400 (see the following pages). Consider the following information prior to reporting an alert situation.

1. Suspected problems of abuse, neglect, or dependency (children under improper care, custody or control when the matter is not due to an intentional act) by parents, guardians, or other adults exercising custodial control or supervision should be reported to the Health and Family Services. When the suspected problem of abuse, neglect, or dependency is committed by someone other than the parent, guardian, or

adult exercising custodial control or supervision, report the suspected problem to the local law enforcement agency or to the County Attorney.

2. In cases where there is violence threatened against another person, whether identified or not, information should be reported to the local law enforcement authorities or the Kentucky State Police. If violence against an identifiable victim is communicated, notify the law enforcement office closest to the student and the victim's residence. Communicate the threat to the identifiable victim.

3. If nothing is communicated to indicate abuse or neglect by a parent as a contributing factor to depression or suicide, notify the school counselor and, together with the counselor, arrange a meeting with the student and parents, as appropriate. After discussing your concerns with the parents, document the conversation and any follow-up referrals. This documentation is important in establishing a pattern of depression and suicidal tendencies over time. If the parent's reaction is to downplay something the teacher and counselor feels is serious, then the teacher and counselor should contact the Health and Family Services.

If parental abuse or neglect is communicated as contributing to depression or suicide, notify the Health and Family Services.

In any portfolio that contains an Alert paper for which authorities have been notified by school personnel, place a "Notification of Authorities" form (found in section 3, Forms for Photocopying) in a secure file at your school. To avoid duplication of notification in cases where this portfolio should go out of the district for scoring (e.g., for a state audit), place this form in the portfolio before it is sent to a state audit or scoring session. When scorers read alert papers in a setting away from the school (e.g., writing portfolio audit, scoring and analysis session), they need verification that required procedures have been followed. The "Notification of Authorities" form will signal to KDE personnel, testing contractors, and others that action has already been taken, so that KDE does not duplicate those actions.





Complete and Incomplete Portfolios

A portfolio is **incomplete** if it does not contain:

1. A Table of Contents* which indicates the student has provided the following:

- Required writing in each category (Reflective, Personal Expressive OR Literary, Transactive and Transactive with an analytical or technical focus [grade 12 only])
- **Required number of pieces in each category**
 - **4th and 7th grades — 3 pieces**
 - 1 Reflective
 - 1 Personal Expressive OR Literary
 - 1 Transactive
 - **12th grade — 4 pieces**
 - 1 Reflective
 - 1 Personal Expressive OR Literary
 - 1 Transactive
 - 1 Transactive with an analytical or technical focus
- **Required number of Content Pieces identified by content area class**
 - 4th grades—no content area is required to be identified
 - 7th and 12th grade—at least one content piece other than English/language arts identified by content area class

2. A Signed Student Signature Sheet

A portfolio is also incomplete if any piece

- is proven to be **plagiarized**.
- is different from those listed in the **Table of Contents**.
- is written in a **language other than English**.
- demonstrates **only computational skills**.
- consists of **only diagrams or drawings**.
- is a **group entry**.

***Use of the Table of Contents in the Kentucky Writing Handbook is recommended.**

The following situations do NOT make a portfolio incomplete:

- incorrect information in a piece
- lack of apparent connection to the content area indicated
- lack of apparent adherence to the conventions of the type of writing indicated

Content Area Writing Requirement

Content area writing is writing that is produced in a class other than English/language arts classes. At the 12th grade, any class for which a student receives English credit for high school graduation is not a content area class, and conversely, any class for which a student does not receive English credit for high school graduation is a content area class. At the 7th grade level, classes like reading, writing, communication, spelling and speech count as English/language arts classes and are not acceptable as content area classes. (See Chapter 11 in "Part I: Writing Development" about content area writing.)

REMINDER: KAR 5:010 states, "A school shall allow for an appropriate amount of time for writing development throughout all grade levels and content areas."

What if a Portfolio has Too Many Pieces?

If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct number of pieces, the correct number of content pieces, and the correct number of pieces in each category.

For example, a **fourth grade portfolio** contains 4 pieces as listed below:

Reflective Writing	Dear Mrs. Wilson	p. 1
Personal Expressive Writing	Grandma and Me	p. 2
Literary Writing	The Creek	p. 4
Transactive Writing	Endangered Manatees	p. 5

Fourth grade portfolios contain 3 pieces, and they must include at least one piece in each category of writing. No content area piece is required to be identified. Going through the pieces in order:

- "Dear Mrs. Wilson" cannot be removed because that would remove the only piece in the Reflective category.
- "Grandma and Me" cannot be removed because a personal or literary piece is required, and it is the first one you find as you go through the Table of Contents.
- "The Creek" can be removed because a personal piece is already included.
- "Endangered Manatees" cannot be removed because the portfolio must have a transactive piece.

Since "The Creek" is the first piece that may be removed without making the portfolio incomplete, remove "The Creek" and score the portfolio as usual.

Summary



PLAY
AUDIO

For those new to Kentucky's writing portfolio assessment, we hope this resource has given you an overview of the scoring process and scoring criteria, as well as a picture of the expectations we have for our student writers and the ongoing instruction they need in order to meet those expectations.

If you have additional questions about writing instruction or portfolio scoring, please click on '**Resources**'.



Frequently Asked Questions about Scoring

page 1 • page 2 • page 3 • page 4

1. Who is allowed to score portfolios?

According to the Code of Ethics for Writing Portfolios, only certified personnel who have received the current Kentucky Department of Education training may provide accountability scores. Certified personnel include a person with teacher or administrator certification employed by the district in a certified or classified position or on an approved leave of absence. Note that the Kentucky Writing Portfolio Scoring Training is grade specific.

2. May substitutes be the scorer of record?

The Kentucky Department of Education strongly recommends that a substitute be employed in a long-term teaching assignment to be the scorer of record. Scoring of portfolios reinforces one of the main purposes of portfolio assessment: with each year, development and assessment of portfolios will become more fully integrated with classroom instruction. Schools should be aware that substitutes acting as scorers of record are under the same ethical restrictions as any person with a teacher or administrator certification

3. If a student includes a book of poems, will only one piece be evaluated?

Yes. The first poem will be evaluated as the poetry entry.

4. Should names and school identification be marked out of the writing portfolio?

Names need not be removed for the state writing portfolio audit; however, to avoid bias during local scoring, the student names may be removed.

5. What if two portfolios have the same entry?

The classroom teacher should address this prior to scoring. However, if a scorer identifies portfolios that contain exactly the same entry, and the scorer is unable to identify the original writer, both portfolios will be considered incomplete.



Frequently Asked Questions about Scoring

page 1 • **page 2** • page 3 • page 4

6. What if a portfolio has too many pieces?

If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category. (See Chapter 7 of this section of the handbook).

7. May students be informed of the score given to their portfolios?

Students may be informed of their portfolio scores after scores have been submitted to the testing company. Administrators and teachers who release scores before the test results are released in the fall should make certain to tell students that, in an audit situation, there may be a possibility that the score could be changed.

8. Does the portfolio score have to be included in the student's permanent folder?

This is a local district decision.

9. May group products be included?

No. Students regularly work on activities in group settings. However, if a piece of writing will be included in the writing portfolio, it should be completed by the individual author of the portfolio.

10. Would a narrative poem used as a personal narrative make the portfolio incomplete?

No. Placing a narrative poem in the personal writing category will not make the portfolio incomplete; however, it is more appropriately placed in the literary category.

11. What is an Anchor Paper?

An anchor paper provides teachers an "anchor" to a certain scoring cell on the Kentucky Writing Scoring Rubric. An anchor paper consistently portrays the cell number of a subdomain. Anchor papers are available for all fourteen cells of the scoring guide.



Frequently Asked Questions about Scoring

page 1 • page 2 • **page 3** • page 4

12. Do we still have exemplar portfolios and high-end portfolios in the new scoring design?

No. In the new scoring design, teachers will use a grade-specific set of anchor papers to determine a score for each of the subdomains.

13. Does the content area have to be indicated on the Table of Contents for each piece to have a complete portfolio?

In grade 4, no content piece is required to be identified, though many pieces will certainly be written in content or interdisciplinary units. In Grades 7 and 12, one piece must be identified as coming from a content area or the portfolio would be scored incomplete.

14. Would a portfolio be scored incomplete if it contains a piece of writing in which the writer did not appropriately and /or accurately document sources?

No. The scorer must locate the source for plagiarism to be proven. Appropriate documentation is one identified characteristic under the

Correctness criteria within the Kentucky Writing Scoring Rubric (see Chapter 10 in "Part I: Writing Development" for information on documentation).

15. How do correctness issues impact the score of a portfolio?

Correctness is included in the Conventions subdomain of the Kentucky Writing Scoring Rubric criteria.

16. Does the information in a portfolio piece have to be correct?

Accuracy of content is not assessed directly as part of the accountability score of a portfolio. However, erroneous content may adversely affect communication with an audience that is part of the scoring criteria listed on the Kentucky Writing Scoring Rubric. Accuracy of content is primarily an instructional issue and should be dealt with in the courses in which the piece was written.



Frequently Asked Questions about Scoring

page 1 • page 2 • page 3 • **page 4**

17. How much time should be provided for a writing portfolio scoring training session?

The Kentucky Department of Education recommends a 6-hour training that mirrors the cluster leader scoring training session. It is critical that any person scoring portfolios reviews all the current scoring tools available (Kentucky Writing Scoring Rubric and anchor papers), views the update telecast, and participates in discussions of current needs of scorers. Because the Code of Ethics for Writing Portfolios states, "Scoring accuracy shall not be compromised by lack of adequate training," a 6-hour training is preferred; however, a minimum of 3 hours is required.

18. Are special education students' portfolios scored the same as other students' portfolios?

Yes. Writing goals are consistent statewide for all students.

19. Are alternative portfolios scored the same as the writing portfolios?

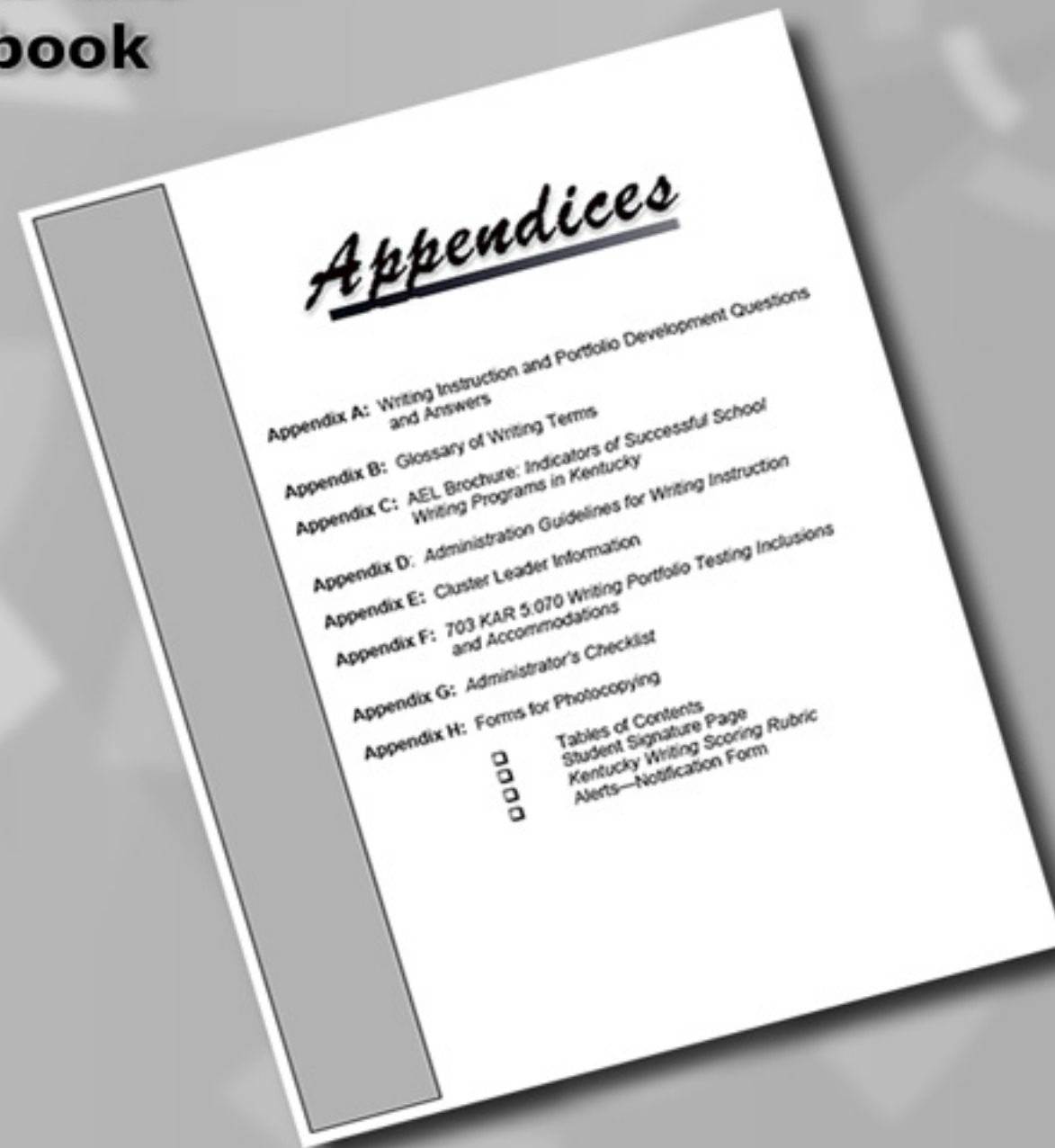
An alternative portfolio is not a writing portfolio. Questions concerning alternative portfolios should be addressed to the Kentucky Department of Education at 859-257-4170.

20. Are teachers allowed to complete or make changes on the Table of Contents for the assessment portfolio?

No. Students must complete the Table of Contents. If corrections to the Table of Contents need to be made, the portfolio should be returned to the student for corrections and then scored by the scoring team. The Table of Contents, along with the Student Signature Sheet, is part of the documentation attesting that the portfolio contents were produced by the student. The Code of Ethics for Writing Portfolios states, "Altering documentation attesting that portfolio contents were produced by the student" is NOT OK. **Students may make minor changes to the Table of Contents after the completion date but before the portfolio has been scored.** Schools and districts conducting portfolio scoring sessions should review the Table of Contents before the portfolio is scored.

Included with this disc is the
Kentucky Writing Handbook
Appendices PDF.

It is located in the
'Additional Files'
folder.



Credits

Produced for the Kentucky Department of Education

Cherry Boyles, Assistant Director of Curriculum / Director of the Kentucky Writing Program

Cindy Parker, Language Arts Branch Manager

Depeka Croft, Elementary Writing Consultant

Dena Cole, Middle School Writing Consultant

Lee Ann Hager, High School Writing Consultant

Produced by The Collaborative for Teaching and Learning

Dr. Linda Hargan, Founder and CEO

Dr. Deborah Walker, President and COO

Elizabeth Dick, Educational Programs Consultant and Writing Portfolio Project Director

Bostjan Korbar, CTL Consultant and Videographer

Catherine Rubin, CTL Educational Programs Consultant (voice narration)

Concept, Design, and Authoring by Sammy Pope, multi media producer



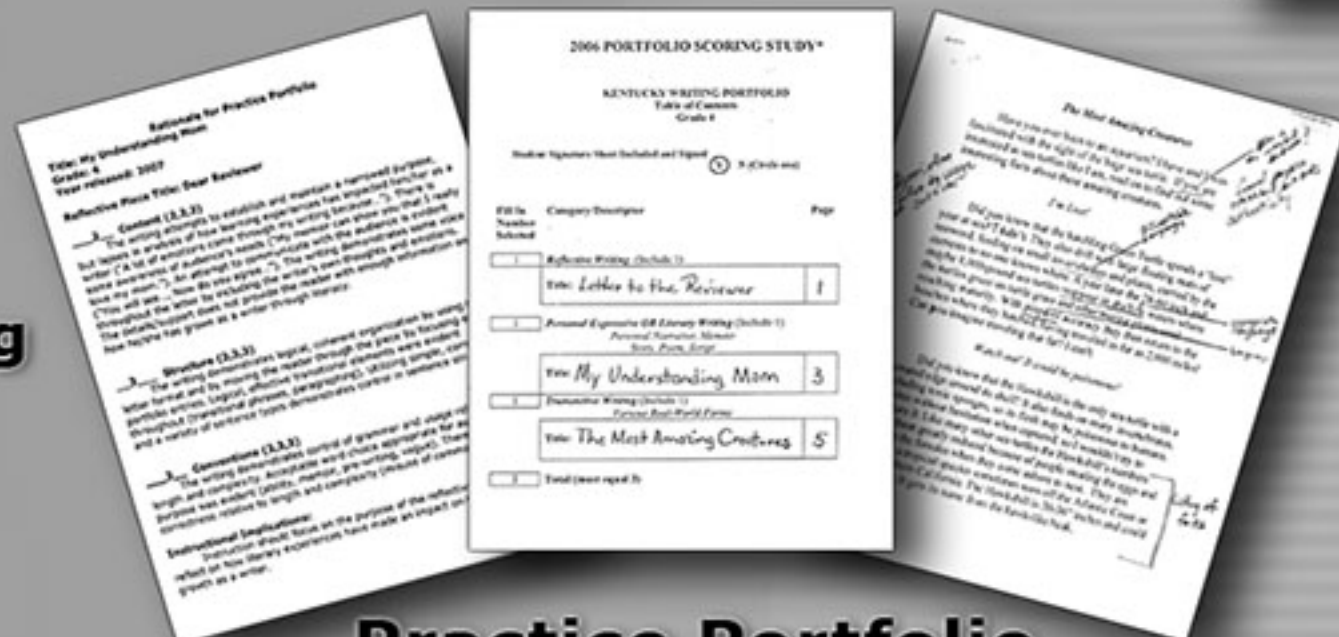
Grade 4

1) Please click here to review the Scoring Criteria with Anchor Sets and rationales.

0	1	2	3	4
<ul style="list-style-type: none"> Lacks purpose Lacks awareness of audience Lacks idea development; may provide random details 	<ul style="list-style-type: none"> Attempts to establish a general purpose; lacks focus Indicates limited awareness of audience's needs Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre 	<ul style="list-style-type: none"> Attempts to establish and maintain a narrow purpose; some lapse in focus Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitive; may apply some characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic focused purpose throughout Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic and insightful focused purpose throughout Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone Demonstrates relevant, analytical and insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre

Rubric with Anchor Sets

2) Please click here to practice scoring a portfolio.



Practice Portfolio

Before continuing, click here to read our navigation guide.



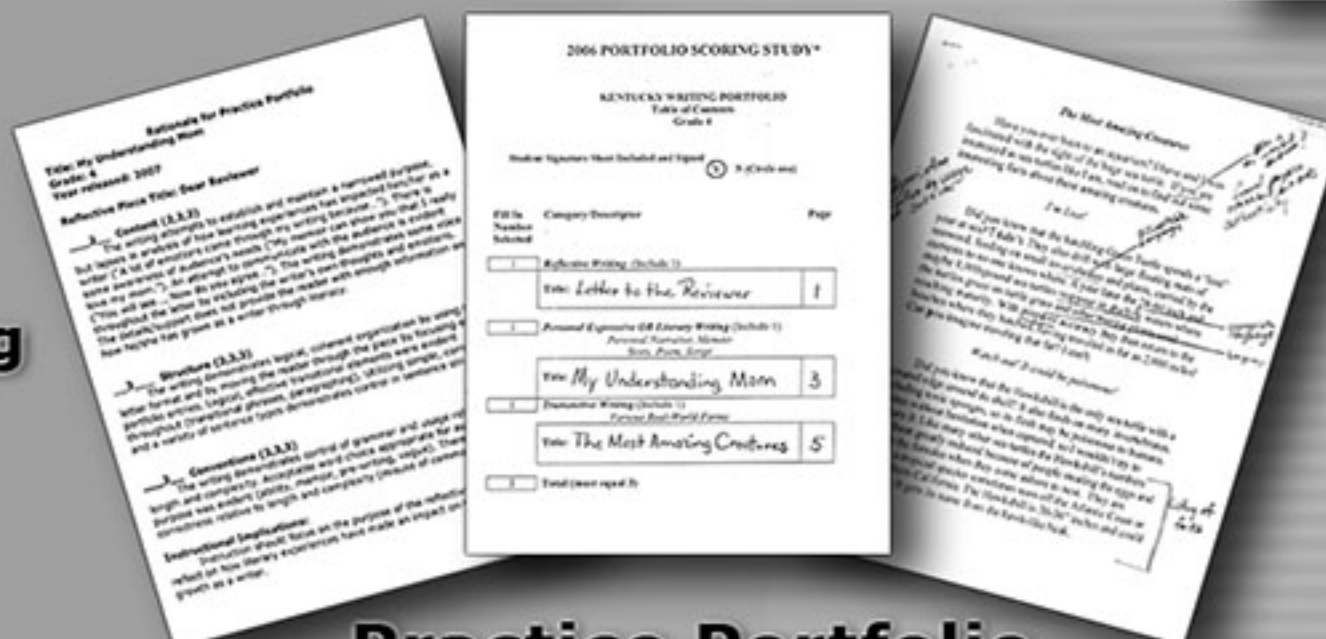
Grade 7

1) Please click here to review the Scoring Criteria with Anchor Sets and rationales.

0	1	2	3	4
<ul style="list-style-type: none"> Lacks purpose Lacks awareness of audience Lacks idea development; may provide random details 	<ul style="list-style-type: none"> Attempts to establish a general purpose; lacks focus Indicates limited awareness of audience's needs Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre 	<ul style="list-style-type: none"> Attempts to establish and maintain a narrow purpose; some lapse in focus Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitive; may apply some characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic focused purpose throughout Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic and insightful focused purpose throughout Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone Demonstrates relevant, analytical and insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre

Rubric with Anchor Sets

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Practice Portfolio

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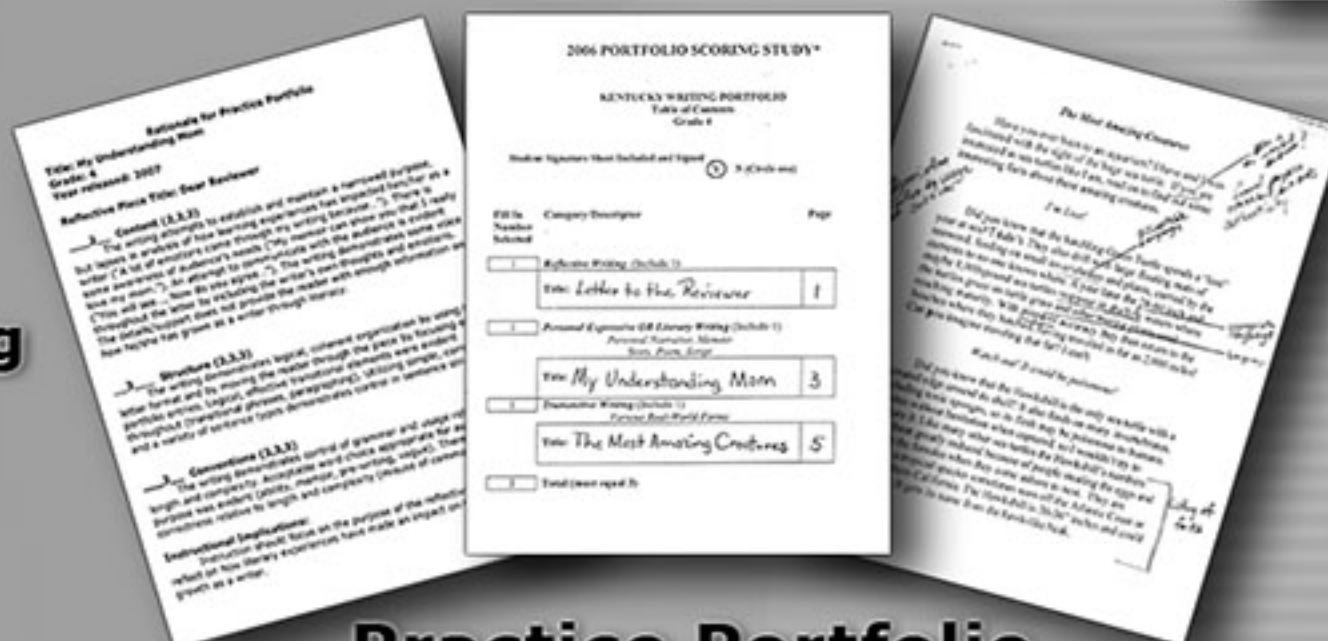
Grade 12

1) Please click here to review the Scoring Criteria with Anchor Sets and rationales.

0	1	2	3	4
<ul style="list-style-type: none"> Lacks purpose Lacks awareness of audience Lacks idea development; may provide random details 	<ul style="list-style-type: none"> Attempts to establish a general purpose; lacks focus Indicates limited awareness of audience's needs Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre 	<ul style="list-style-type: none"> Attempts to establish and maintain a narrow purpose; some lapse in focus Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitive; may apply some characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic focused purpose throughout Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre 	<ul style="list-style-type: none"> Establishes and maintains an authentic and insightful focused purpose throughout Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone Demonstrates reflective, analytical and insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre

Rubric with Anchor Sets

2) Please click here to practice scoring a portfolio.



Practice Portfolio

Before continuing, click here to read our navigation guide.



Kentucky Writing Scoring Rubric

Content • **Structure** • **Conventions**

Purpose and Audience; Idea Development and Support

0	1	2	3	4
<ul style="list-style-type: none">• Lacks purpose• Lacks awareness of audience• Lacks idea development; may provide random details	<ul style="list-style-type: none">• Attempts to establish a general purpose; lacks focus• Indicates limited awareness of audience's needs• Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	<ul style="list-style-type: none">• Attempts to establish and maintain a narrowed purpose; some lapse in focus• Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone• Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	<ul style="list-style-type: none">• Establishes and maintains an authentic focused purpose throughout• Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone• Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	<ul style="list-style-type: none">• Establishes and maintains an authentic and insightful focused purpose throughout• Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone• Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre

**Click on a cell to view
the related Anchor Paper, annotated Anchor Paper,
and Rationale**

Kentucky Writing Scoring Rubric

Content • **Structure** • Conventions

Organization: unity and coherence; Sentences: structure and length

0	1	2	3	4
<ul style="list-style-type: none">• Demonstrates random organization• Lacks transitional elements• Demonstrates incorrect sentence structure throughout	<ul style="list-style-type: none">• Demonstrates ineffective or weak organization• Demonstrates limited and/or ineffective transitional elements• Demonstrates some ineffective or incorrect sentence structure	<ul style="list-style-type: none">• Demonstrates logical organization with lapses in coherence• Demonstrates some effective transitional elements• Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	<ul style="list-style-type: none">• Demonstrates logical, coherent organization• Demonstrates logical, effective transitional elements throughout• Demonstrates control and variety in sentence structure	<ul style="list-style-type: none">• Demonstrates careful and/or subtle organization that enhances the purpose• Demonstrates varied and subtle transitional elements throughout• Demonstrates control, variety and complexity in sentence structure to enhance meaning

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Kentucky Writing Scoring Rubric

Content • Structure • Conventions

Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation & documentation

0	1	2	3	4
	<ul style="list-style-type: none">• Demonstrates lack of control in grammar and usage• Demonstrates incorrect or ineffective word choice• Demonstrates lack of control in correctness	<ul style="list-style-type: none">• Demonstrates some control of grammar and usage with some errors that do not interfere with communication• Demonstrates simplistic and/or imprecise word choice• Demonstrates some control of correctness with some errors that do not interfere with communication	<ul style="list-style-type: none">• Demonstrates control of grammar and usage relative to length and complexity• Demonstrates acceptable word choice appropriate for audience and purpose• Demonstrates control of correctness relative to length and complexity	<ul style="list-style-type: none">• Demonstrates control of grammar and usage to enhance meaning• Demonstrates accurate, right and/or precise word choice appropriate for audience and purpose• Demonstrates control of correctness to enhance communication

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Back

Navigating

In order to make the graphics as visually large as possible, we chose to create three large invisible 'hot spots' rather than lose screen space by adding 'buttons'.

Clicking anywhere in the
TOP half of a screen will
take you **BACK**.



Clicking anywhere in the
lower **LEFT** quarter of a
screen will take you to
the **PREVIOUS** screen.

Clicking anywhere in the
lower **RIGHT** quarter of a
screen will take you to
the **NEXT** screen.

And on some computer systems, you can also use your left or right
keyboard **ARROWS** to navigate **PREVIOUS** and **NEXT**.



Writing Scoring Rubric Flow Chart

For using the Kentucky Writing Scoring Rubric and Score Report Form when scoring a writing portfolio.

1

Read the first writing entry in the portfolio.

2

On the scoring rubric, read the indicators under Content regarding purpose (moving from 0 to 4). Decide which indicator pertains to the writing entry and record the number for that indicator on the Score Report Form.

Repeat the Step 2 procedure with the next two rows of indicators for audience and idea development / support.

If you have difficulty deciding which cell matches the writing entry, reference the appropriate anchor paper under the correct subdomain (Content, Structure, Conventions) to help you make the decision.

3

To establish the score for Content, look at the numbers you have recorded for that subdomain on the Score Report Form. Place the most frequently occurring number in the appropriate box for the Content score.

5

Follow steps 1-4 with the other entries in the portfolio documenting the scores on the Score Report Form.

4

Repeat the same procedure for the Structure and Conventions subdomains. Make sure to place the score for each subdomain in the appropriate box on the Score Report Form.

NOTE: At accountability scoring sessions in the spring of each year, composite scores for portfolios will be calculated using a KDE spreadsheet provided to each district with testing materials.



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Instructions: As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 th only)
Content area _____	Content area _____	Content area _____	Content area _____
Content	Content	Content	Content
Purpose _____ Audience _____ Idea Dev. _____	Purpose _____ Audience _____ Idea Dev. _____	Purpose _____ Audience _____ Idea Dev. _____	Purpose _____ Audience _____ Idea Dev. _____
Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>
Structure	Structure	Structure	Structure
Organization _____ Transitions _____ Sentence Structure _____	Organization _____ Transitions _____ Sentence Structure _____	Organization _____ Transitions _____ Sentence Structure _____	Organization _____ Transitions _____ Sentence Structure _____
Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>
Conventions	Conventions	Conventions	Conventions
Grammar _____ Word Choice _____ Correctness _____	Grammar _____ Word Choice _____ Correctness _____	Grammar _____ Word Choice _____ Correctness _____	Grammar _____ Word Choice _____ Correctness _____
Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>

The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.

Incomplete Portfolios, circle item(s)

[MISSING PIECES] A portfolio is incomplete if it does not contain

- A table of contents page which indicates the following:
 - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12th grade only])
 - Required number of pieces in each category
 - 4th grade—3 pieces (1 in each category)
 - 7th grade—3 pieces (1 in each category)
 - 12th grade—4 pieces (1 in each category)
- A signed Student Signature Sheet

[MISSING CONTENT AREA REQUIREMENT] Required number of content pieces identified by content area class

- 4th grade—no content piece is required to be identified
- 7th and 12th—one content piece other than English/language arts identified by content area class

[PLAGIARISM] is proven to be plagiarized

[OTHER]

- is different from those listed in the **Table of Contents**
- is written in a language other than English
- demonstrates only computational skills
- consists of only diagrams or drawings
- represents a group entry